View Activity

Comprehensive Evaluation 2016-2017

Formal Observation #1

for Schmitz, Theresa L

Menu A Ву

Created Date

12/02/2016 at 1:10 PM

⁹Standard I: Teachers Demonstrate Leadership

Mark A Gould

Element Ia. Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and they create a culture that empowers students to collaborate and become lifelong learners.

Not Looked For

0 Not looked for.

Developing

- 1 Understands how they contribute to students graduating from high school.
- Uses data to understand the skills and abilities of students.

Proficient

- ...and
 Takes
 responsibility for
 the progress of
 students to
 ensure that they
 graduate from
 high school.
- 1 ...and Provides evidence of data driven instruction throughout all classroom activities.
- Establishes a safe and orderly classroom.

...and

(Observation)

Accomplished

- ...and
 Communicates
 to students the
 vision of being
 prepared for life
 in the 21st
 century.
- o ...and Evaluates student progress using a variety of assessment data.
- o ...and
 Creates a
 classroom
 culture that
 empowers
 students to
 collaborate.
 (Observation)

Distinguished

- o ...and Encourages students to take responsibility for their own learning.
- o ...and
 Uses classroom
 assessment data
 to inform
 program
 planning.
- o ...and
 Empowers and
 encourages
 students to
 create and
 maintain a safe
 and supportive
 school and
 community
 environment.
 (Observation)

Not Demonstrated

0 Not demonstrated.

Element lb. Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

Not Looked For

0 Not looked for.

Developing

- 1 Attends professional learning community meetings.
- 1 Displays awareness of the goals of the school improvement plan.

Proficient

- o ...and Participates in professional learning community.
- ...and
 Participates in developing and/or implementing the school improvement plan.

Accomplished

- O ...and Assumes a leadership role in professional learning community.
- o ...and Collaborates with school personnel on school improvement activities.

Distinguished

- o ...and Collaborates with colleagues to improve the quality of learning in the school.
- a...and
 Assumes a
 leadership role
 in implementing
 school
 improvement
 plan throughout
 the building.

Not Demonstrated

o Not demonstrated.

Element Ic. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession. Not Demonstrated Proficient Accomplished Distinguished Not Looked For Developing ...and Seeks o Not 0 Not looked for. ...and ...and Promotes Has knowledge demonstrated. of opportunities Contributes to positive working opportunities to and the need for the professional improvement of relationships lead growth and the profession through professional professional growth activities begins to through professional and decisionestablish growth activities growth. and making relationships collaboration. processes. with colleagues. ...and Contributes to the establishment of positive working relationships. ...and Contributes to the school's decision-making processes as required. Element Id. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students. Not Looked For Developing Proficient Accomplished Distinguished Not Demonstrated o Not 1 ...and o ...and Participates in o ...and Actively o Not looked for. Knows about demonstrated. the policies and Supports practices positive change developing participates, in policies and policies and promotes, and affecting provides strong student Practices practices to improve student supporting learning. affecting student learning. evidence for learning. implementation of initiatives to improve education. § Element le. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (http://teachercodes.iiep.unesco.org/teachercodes/codes/America/USA/USA_North_Carolina.pdf) Proficient Accomplished Distinguished Not Demonstrated Not Looked For Developing o Not 0 Not looked for. ...and ...and Models the Understands the ...and demonstrated. Demonstrates Knows and importance of ethical behavior ethical behavior upholds the tenets of the Code of Ethics Code of Ethics as outlined in through for North adherence to for North the Code of Ethics for North the Code of Carolina Carolina Carolina Ethics for North Educators and Educators and the Standards the Standards Educators and Carolina for Professional for Professional Educators and the Standards Conduct. Conduct and for Professional the Standards for Professional encourages Conduct. others to do the Conduct.

Comments

Gould, Mark A: Ms Schmitz has been absent many days to care for her son and consistency is a concern in the classroom. She has not been able to be an active participant in her PLC. When she is at school, her class is maintained and work is completed.

same.

[©]Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

 $^{\circ}$ Element IIa. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Observation

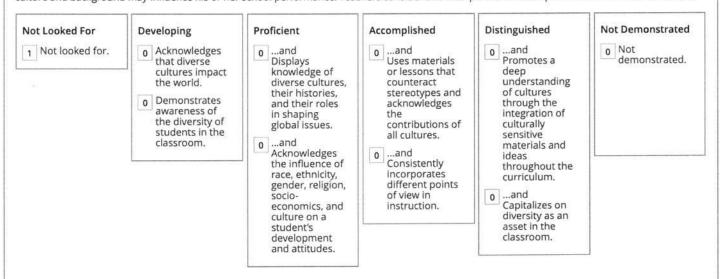
Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Not Looked For Not looked for.	Developing 1 Appreciates and	Proficient	Accomplishedand	Distinguished 0and	Not Demonstrated
U not realited to.	understands the need to establish nurturing relationships.	inviting, respectful, inclusive, flexible, and supportive learning environment.	Maintains a positive and nurturing learning environment.	Encourages and advises others to provide a nurturing and positive learning environment for all students.	demonstrated.

⁹ Element IIb. Teachers embrace diversity in the school community and in the world.

Observation

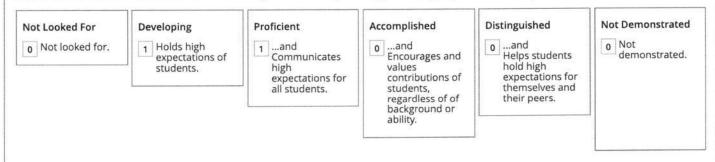
Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.



Element IIc. Teachers treat students as individuals.

Observation

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.



PElement IId. Teachers adapt their teaching for the benefit of students with special needs.

Observation

Not Looked For	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
0 Not looked for.	1 Recognizes that students have a variety of learning needs. 1 Is knowledgeable of effective practices for students with special needs.	1and Collaborates with specialists who can support the special learning needs of students. 1and Provides unique learning opportunities such as inclusion and research-based, effective practices for students with special needs.	0and Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. 0and Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	oand Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. oand Adapts instruction for the benefit of students with special needs and helps	0 Not demonstrated.
				the same for their students.	
eachers recognize that ommunication and coll artnerships with all se	educating children is a sh laboration between the so gments of the school com	Proficient 1and Communicates and collaborates with the home and of the collaborates with the home and community for the benefit of students.	ring the school, parents or community in order to pro lutions to overcome cultu	r guardians, and the com omote trust and understa	munity. Teachers impr anding and build
eachers recognize that ommunication and coll artnerships with all seg ay of effective family a Not Looked For	educating children is a shaboration between the sogments of the school comind community involvemed Developing Responds to family and community	Proficient 1and Communicates and collaborates with the home and community.	ring the school, parents of community in order to prolutions to overcome culturing students. Accomplished 0and Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome	pr guardians, and the components trust and understand and economic obstace Distinguished 0and Promotes trust and understanding throughout the school	munity. Teachers impranding and build les that may stand in t
achers recognize that immunication and colling the second	educating children is a shaboration between the sogments of the school comind community involvemed Developing Responds to family and community	Proficient 1and Communicates and collaborates with the home and community.	ring the school, parents of community in order to prolutions to overcome culturing students. Accomplished 0and Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome	pr guardians, and the components trust and understand and economic obstace Distinguished 0and Promotes trust and understanding throughout the school	munity. Teachers impranding and build les that may stand in t

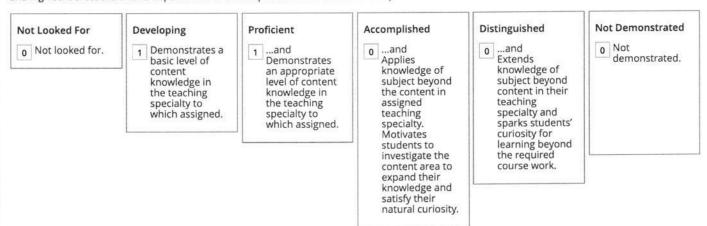
In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

Not Looked For	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
0 Not looked for.	1 Demonstrates an awareness of the North Carolina Standard Course of Study and references it in the preparation of lesson plans. 1 Elementary: Begins to integrate literacy instruction in selected lessons. 0 Secondary: Recognizes the importance of integrating literacy strategies within the content areas.	1and Understands the North Carolina Standard Course of Study and uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant. 1 Elementary: Integrates effective literacy instruction throughout the curriculum. 0 Secondary: Incorporates a wide variety of literacy skills within content areas to enhance learning.	oand Develops and applies strategies based on the North Carolina Standard Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant. o Elementary: Evaluates and reflects upon the effectiveness of literacy instruction. o Secondary: Evaluates and reflects upon the effectiveness of literacy instruction. o Secondary: Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	oand Assists colleagues in applying such strategies in their classrooms. Elementary: Makes necessary changes to instructional practice to improve student learning. Secondary: Makes necessary changes to instructional practice to improve student learning.	o Not demonstrated.

PElement IIIb. Teachers know the content appropriate to their teaching specialty.

Observation

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.



PElement IIIc. Teachers recognize the interconnectedness of content areas/disciplines.

Observation

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.

Not Looked For	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Not looked for.	Understand the links between grade/subject and the North Carolina Standard Course of Study. Displays global awareness.	and Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study. and Promotes global	oand Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the North Carolina Standard Course of Study. Relates	oand Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide	0 Not demonstrated.
		awareness and its relevance to the subjects.	content to other disciplines. 0and Integrates global awareness activities throughout lesson plans and classroom instructional practices.	curriculum and teaching practice. 0and Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the	
				school.	
oservation schers incorporate 21 countability, adaptabi dents understand th areness; financial, ec	Ist century life skills into the lility, personal productivity, e relationship between the onomic, business and entity. Developing	neir teaching deliberately, personal responsibility, p e North Carolina Standard	strategically, and broadly beople skills, self- direction d Course of Study and 21:	y. These skills include lea n, and social responsibili st century content, which	ty. Teachers help their includes global eracy. Not Demonstrated
bservation eachers incorporate 21 countability, adaptabi	Ist century life skills into the lility, personal productivity, e relationship between the onomic, business and enti	neir teaching deliberately, personal responsibility, p e North Carolina Standar repreneurial literacy; civic	strategically, and broadly beople skills, self- direction d Course of Study and 21: literacy; health awarenes	y. These skills include lead n, and social responsibili st century content, which ss; and environmental lite	ty. Teachers help the includes global eracy.

⁹ Standard IV: Teachers facilitate learning for their students

 $^{\circ}$ Element IVa. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

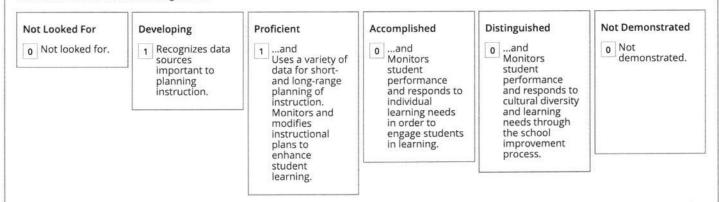
Observation

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

1 Understands developmental levels of 1and Understands developmental	oand Identifies	0and	o Not
students and recognizes the need to differentiate instruction. 1and Assesses resources needed to address strengths and weaknesses of students.	appropriate developmental levels of students and consistently and appropriately differentiates instruction. 1and Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	Encourages and guides colleagues to adapt instruction to align with students' developmental levels. oand Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.	demonstrated.

Observation

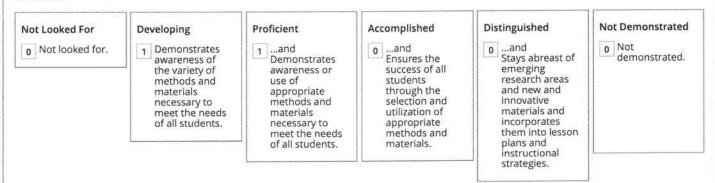
Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.



PElement IVc Teachers use a variety of instructional methods.

Observation

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.



Element IVd. Teachers integrate and utilize technology in their instruction.

Observation

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

	7			1	1
o Not looked for.	Developing 1 Assesses effective types of technology to use for instruction.	Proficient 1and Demonstrates knowledge of how to utilize technology in instruction.	Accomplished oand Integrates technology with instruction to maximize student learning.	Distinguished 0and Provides evidence of student engagement in higher level thinking skills through the integration of technology.	Not Demonstrated O Not demonstrated.
bservation achers encourage stu	udents to ask questions, the	ink creatively, develop an	nd test innovative ideas, sy	ynthesize knowledge, and	d draw conclusions. The lyze, and solve problen
lot Looked For	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Not looked for.	1 Understands the importance of developing students' critical thinking and problem-solving skills.	1and Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem- solving skills.	oand Teaches students the processes needed to think creatively and critically. oand Teaches students the processes needed to develop and test innovative ideas.	oand Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.	0 Not demonstrated.
			oand Teaches students the processes needed to synthesize knowledge.		
			oand Teaches students the processes needed to draw conclusions.		
			oand Teaches students the processes needed to exercise and communicate sound reasoning.		
			oand Teaches students the processes needed to understand connections.		
			oand Teaches students the processes needed to make complex choices.		
			oand Teaches students the processes needed to frame, analyze and solve problems.		

Not Looked For	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
0 Not looked for.	1 Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	1and Organizes student learning teams for the purpose of developing cooperation, collaboration, and student	oand Encourages students to create and manage learning teams.	oand Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	Not demonstrated.
Element IVg. Tea	achers communicate	leadership.			
achers communicate	in ways that are clearly ur ways even when language	nderstood by their studen e is a barrier. Teachers hel	ts. They are perceptive lis p students articulate tho	steners and are able to con ughts and ideas clearly and	nmunicate with d effectively.
Not Looked For	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
0 Not looked for.	Demonstrates the ability to effectively communicate with students. Provides opportunities for students to articulate thoughts and ideas.	1and Uses a variety of methods for communication with all students. 1and Consistently encourages and supports students to articulate thoughts and	oand Creates a variety of methods to communicate with all students. oand Establishes classroom practices which encourage all students to develop	and Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. and Establishes school-wide and grade appropriate	o Not demonstrated.
		ideas clearly and effectively.	effective communication skills.	vehicles to encourage students throughout the school to develop effective communication skills.	
	achers use a variety	of methods to asse	ess what each stude	ent has learned.	
hievement gaps. Tead	chers provide opportunitie	s, methods, feedback, an	d tools for students to as:	ent progress and growth a sess themselves and each ury knowledge, skills, perfo	other. Teachers use

Uses indicators to monitor and evaluate student progress. 1 Assesses students in the attainment of 21st century knowledge, skills, and dispositions. 1 Uses indicators to monitor and evaluate student progress. 1 Assesses students in the attainment of 21st century knowledge, skills, and dispositions. 1 Uses multiple indicators, both formative and summative, to assessment feedback to assess their own learning. 1 Uses multiple indicators, both formative and summative, to assessment feedback to assess their own learning. 2 uand Provides opportunities for students to assess their own learning. 3 uand Provides opportunities for students to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	oked For Develo	oping Pro	oficient	Accomplished	Distinguished	Not Demonstrate
proceed.	to ev. pro	monitor and aluate student ogress. sesses udents in the tainment of st century owledge, ills, and	Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instructionand Provides evidence that students attain 21st century knowledge, skills and	Uses the information gained from the assessment activities to improve teaching practice and student learning. 1and Provides opportunities for students to assess themselves and	Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. 1	0 Not demonstrated
omments ould, Mark A: Ms Schmitz has been a math coach and teacher before and utilizes numerous strategies from those years to assist in her lessons currently.		math coach and teacher l	before and utilizes num	erous strategies from those y	- Consequences	urrently.

Element Va. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students. Not Demonstrated Proficient Distinguished Not Looked For Developing Accomplished 0 Not o ...and Provides a o ...and Provides ideas o ...and Thinks 1 Recognizes the o Not looked for. demonstrated. need to improve detailed analysis student learning about what can systematically about what can in the be done to and critically classroom. improve student about learning be done to improve student learning in the in the classroom: why learning and classroom. learning uses such happens and analyses to what can be adapt instructional done to improve student practices and achievement. materials within the classroom and at the school level.

[©] Element Vb. Teachers link professional growth to their professional goals.

Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

Not Looked For Not looked for.	Developing 1 Understands the importance of professional development.	Proficient 1and Participates in professional development aligned with professional goals.	Accomplished 0and Participates in professional development activities aligned with goals and student needs.	Distinguished oand Applies and implements knowledge and skills attained from professional development consistent with	Not Demonstrated O Not demonstrated.
nderstanding that cha	Developing 1 Is knowledgeable of current research-based approaches to teaching and	actively investigate and co	onsider new ideas that im	Distinguished Oand Adapts professional practice based on data and evaluates	Not Demonstrated O Not demonstrated.
omments	learning.	teaching and learning.	approaches to improve teaching and learning and uses such approaches appropriately.	impact on student learning.	



© 2005- 2020 PowerSchool Group LLC and/or its affiliates.
All trademarks are either owned or licensed by PowerSchool Group LLC or its affiliates.
2019.12_1280 - 9c99e53 on PR-NCDPI-12

View Activity

Comprehensive Evaluation 2016-2017-Post-Observation Conference #1 for Schmitz, Theresa L

Comprehensive Evaluation 2016-2017-Post-Observation Conference #1 for Schmitz, Theresa L

- Forms

Post-Observation Conference (Required)

Observation Date

12/02/2016

*Observation Type

Announced

*Comments

Ms Schmitz and I discussed the observation.

*

12/12/2016

Post Observation Conference Date

Artifacts

Please enter observation artifacts and artifact comments

below.

Artifact Comments

Attachment

There are no attachments.

* Required

Signatures

Signoff Status

Name

Signoff Date

Acknowledged

Mark A Gould

December 16, 2016 at 10:15 AM



Unified Talent

© 2005- 2020 PowerSchool Group LLC and/or its affiliates.

All trademarks are either owned or licensed by PowerSchool Group LLC or its affiliates.

View Activity

Comprehensive Evaluation 2016-2017-Post-Observation Conference - Teacher Acknowledgement #1 for Schmitz, Theresa L

Comprehensive Evaluation 2016-2017-Post-Observation Conference - Teacher Acknowledgement #1 for Schmitz, Theresa L

- Forms

Post-Observation Conference

Post Observation

Comments

Ms Schmitz and I discussed the observation.

Conference Date

12/12/2016

Post-Observation Conference - Notice

Note

The teacher's acknowledgment on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The acknowledgment of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Signatures

Signoff Status

Name

Signoff Date

Acknowledged

Theresa L Schmitz

December 19, 2016 at 08:07 AM



Unified Talent

© 2005- 2020 PowerSchool Group LLC and/or its affiliates.

All trademarks are either owned or licensed by PowerSchool Group LLC or its affiliates.

2019.12_1280 - 9c99e53 on PR-NCDPI-12